



PERFORMANCE EVALUATION WORKSHEET FOR STAFF EMPLOYEES (excluding Unit 4 – APC)

The following worksheet is provided as an *optional tool* to assist you in determining appropriate and consistent ratings for the “Dimensions” section (the left side) of the Performance Evaluation/Appraisal for the following staff employees:

- C99 - Confidential Employees
- Units 2, 5, 7 & 9 – CSUEU
- Unit 6 – SETC
- Unit 8 – SUPA

It is intended to be a springboard for establishing your own matrix to minimize subjectivity and enable you to rate each Dimension in relation to a range of performance levels. As positions and management expectations vary across campus, feel free to modify the descriptors to fit your needs.

While this worksheet can be used to objectively collect your thoughts and notes to assist you in completing the draft Performance Evaluation to be discussed with your employee, it is a working document *for your use only*. It may not be included as part of the draft or final Performance Evaluation.

This page intentionally left blank.

Employee Name:

EMPLOYEE DIMENSIONS

WORK HOUR COMPLIANCE: Arriving at and leaving work on time, including meal and rest breaks.

		MEETS EXPECTATIONS/ SATISFACTORY <input type="checkbox"/>	BELOW EXPECTATIONS/ IMPROVEMENT NEEDED <input type="checkbox"/>	UNACCEPATBLE/ UNSATISFACTORY <input type="checkbox"/>
		<ul style="list-style-type: none"> Consistently arrives to work on time. Has had no unscheduled absences, except for documented emergencies. Returns from meal and rest breaks promptly. 	<ul style="list-style-type: none"> Often calls in to work without prior approval, resulting in unscheduled absences. Occasionally arrives late to work. Occasionally returns late from meal and rest breaks. Sometimes does not make sure all work is completed before leaving for the day. Occasionally leaves work early. 	<ul style="list-style-type: none"> Often calls in to work without prior approval, resulting in excessive unscheduled absences. Leaves the work unattended to run personal errands. Is frequently late to work. Frequently leaves work early.

Notes:

ATTENDANCE: Absences versus accrued sick leave; use of accrued vacation for unplanned absences; absences resulting in unpaid time.

		MEETS EXPECTATIONS/ SATISFACTORY <input type="checkbox"/>	BELOW EXPECTATIONS/ IMPROVEMENT NEEDED <input type="checkbox"/>	UNACCEPATBLE/ UNSATISFACTORY <input type="checkbox"/>
		<ul style="list-style-type: none"> Rarely absent and follows established absenteeism procedures. Takes extraordinary steps to minimize disruption and allow replacements to perform tasks. Absent only for legitimate reasons and provides notice when possible. 	<ul style="list-style-type: none"> Usually follows established absenteeism procedures. Takes satisfactory steps to minimize disruption. Rarely absent for non-legitimate reasons and usually provides notice when possible. Lax in attendance and/or reporting on time. 	<ul style="list-style-type: none"> Frequently absent. Fails to adhere to absenteeism policies and procedures. Causes disruption by failure to take steps to allow replacements to perform tasks. Absent for non-legitimate reasons and fails to provide notice when reasonable. Often absent without sufficient reason and/or frequently reports to work late or leaves early.

Notes:

JUDGEMENT: Attire and communication appropriate to position held; appropriate application of decision-making ability and authority to assignments.

OUTSTANDING □	EXCEEDS EXPECTATIONS/ COMMENDABLE □	MEETS EXPECTATIONS/ SATISFACTORY □	BELOW EXPECTATIONS/ IMPROVEMENT NEEDED □	UNACCEPATBLE/ UNSATISFACTORY □
<ul style="list-style-type: none"> • Always offers ideas to solve problems based on good information and sound judgement. • Displays initiative and enthusiasm during every day work. • Always recognizes problems. Superior ability to think clearly; can consistently be depended on in both routine and complex job situations. • Conducts research or seeks counsel of experts to gather information needed in making actual decisions. Demonstrates sound opinions in determining the appropriate next steps. • Demonstrates insight and acumen on delicate matters. 	<ul style="list-style-type: none"> • Can zero in on the cause of problems and offer creative solutions. • Displays strong analytical skills. • Generally has clear understanding and accurate judgement; generally uses initiative, foresight, and discrimination in carrying out original ideas. • Recognizes most problems. 	<ul style="list-style-type: none"> • Offers workable solutions to problems. • Uses good judgment in solving problems and working with others. • Displays common sense under routine job conditions; sometimes needs guidance to analyze and interpret non-routine job requirements. 	<ul style="list-style-type: none"> • Needs to develop analytical skills necessary to weigh options and choose the best way to deal with situations. • Spends too much time focusing on less important aspects of daily job. • Seldom recognizes problems. Lacks foresight; not usually adaptable to change. 	<ul style="list-style-type: none"> • Frequently comes to the wrong conclusions and assumes things. • Ignores or misinterprets facts; poor discrimination in choosing course of action; does not grasp new ideas.

Notes:

SAFETY & HEALTH COMPLIANCE: Takes responsibility for work area safety measures and practices; knows emergency procedures.

OUTSTANDING □	EXCEEDS EXPECTATIONS/ COMMENDABLE □	MEETS EXPECTATIONS/ SATISFACTORY □	BELOW EXPECTATIONS/ IMPROVEMENT NEEDED □	UNACCEPATBLE/ UNSATISFACTORY □
<ul style="list-style-type: none"> • Completely knowledgeable of all existing safety policies and procedures. • Highly concerned with safety of self and others. • Takes all precautions and strictly complies with all safety procedures. • Consistently keeps work area free from tripping and egress hazards. 		<ul style="list-style-type: none"> • Satisfactory level of safety knowledge. • Usually concerned with safety of self and others. • Takes reasonable precautions and usually complies with all safety procedures. • Keeps work area free from tripping and egress hazards. 		<ul style="list-style-type: none"> • Unsatisfactory level of knowledge of safety of policies and procedures. • Fails to take precautions and causes accidents or mishaps. • Fails to follow safety procedures.

Notes:

ADAPTABILITY: Participation in and facilitation of required change during fluid situations and under pressure; willingness to accept change.

OUTSTANDING <input type="checkbox"/>	EXCEEDS EXPECTATIONS/ COMMENDABLE <input type="checkbox"/>	MEETS EXPECTATIONS/ SATISFACTORY <input type="checkbox"/>	BELOW EXPECTATIONS/ IMPROVEMENT NEEDED <input type="checkbox"/>	UNACCEPTABLE/ UNSATISFACTORY <input type="checkbox"/>
<ul style="list-style-type: none"> Adapts to new systems and processes well and seeks out training to enhance knowledge, skills and abilities. Always seems to know when to ask questions and when to seek guidance. 	<ul style="list-style-type: none"> Looks for ways to streamline procedures to improve efficiency and customer service. Sets priorities and adjusts them as needed when unexpected situations arise. 	<ul style="list-style-type: none"> Usually adjusts well to changes in the work place. Maintains good customer service relations, even under stress. 	<ul style="list-style-type: none"> Gets flustered in unusual situations. Does not always make the best decisions to fit the situation. 	<ul style="list-style-type: none"> Usually needs direct supervision, even for mundane and everyday tasks. Is not able to think independently or to deal with unexpected occurrences.

Notes:

INITIATIVE: Resourcefulness, willingness to make work improvements, initiate work activities and correct errors.

OUTSTANDING <input type="checkbox"/>	EXCEEDS EXPECTATIONS/ COMMENDABLE <input type="checkbox"/>	MEETS EXPECTATIONS/ SATISFACTORY <input type="checkbox"/>	BELOW EXPECTATIONS/ IMPROVEMENT NEEDED <input type="checkbox"/>	UNACCEPTABLE/ UNSATISFACTORY <input type="checkbox"/>
<ul style="list-style-type: none"> Actively seeks out ways on own to improve outcomes, processes or measurements. Takes responsibility and provides leadership on projects or initiatives. Takes action on projects without being directed to do so, and looks for opportunities to move projects along. Enthusiastically seeks and accepts additional responsibilities, both in the context of the job and outside immediate job responsibilities. 		<ul style="list-style-type: none"> Responds appropriately on own to improve outcomes, processes or measurements. Assumes responsibility and leadership when asked. Accomplishes goals independently, with little need for supervision. Seeks out and/or accepts additional responsibilities in the context of the job. 		<ul style="list-style-type: none"> Seldom takes action to improve outcomes, processes or measurements. Seldom assumes responsibility and leadership when asked. Frequently requires supervision to complete routine tasks. Seldom seeks out and/or accepts additional responsibilities in the context of the job. Avoids all but what is directly asked of him/her.

Notes:

ACCEPTANCE OF RESPONSIBILITY: Willingness to accept responsibility for tasks, including difficult or more complex tasks, personal actions and work assignments.

OUTSTANDING <input type="checkbox"/>	EXCEEDS EXPECTATIONS/ COMMENDABLE <input type="checkbox"/>	MEETS EXPECTATIONS/ SATISFACTORY <input type="checkbox"/>	BELOW EXPECTATIONS/ IMPROVEMENT NEEDED <input type="checkbox"/>	UNACCEPTABLE/ UNSATISFACTORY <input type="checkbox"/>
<ul style="list-style-type: none"> • Seeks additional responsibility and authority. • Willing to assume responsible risk in taking action. 	<ul style="list-style-type: none"> • Willingly accepts obligations. • Employee requires only minimum follow-up. • Sticks with problem to satisfactory conclusion. 	<ul style="list-style-type: none"> • Generally accepts and meets responsibility without objections. • Requires only general supervision. 	<ul style="list-style-type: none"> • Reluctant to accept responsibility. • Follow-up often required. 	<ul style="list-style-type: none"> • Avoids responsibility. • Needs constant supervision.

Notes:

WORK DIMENSIONS

QUANTITY OF WORK: Workload and finished product in comparison to the expectations of the position.

OUTSTANDING <input type="checkbox"/>	EXCEEDS EXPECTATIONS/ COMMENDABLE <input type="checkbox"/>	MEETS EXPECTATIONS/ SATISFACTORY <input type="checkbox"/>	BELOW EXPECTATIONS/ IMPROVEMENT NEEDED <input type="checkbox"/>	UNACCEPTABLE/ UNSATISFACTORY <input type="checkbox"/>
<ul style="list-style-type: none"> • Excellent producer. Consistently generates high volume of work. • Performs job functions in an outstanding manner. • Produces more than is required or expected. 		<ul style="list-style-type: none"> • Satisfactory producer. • Generates sufficient volume of work with some degree of consistency. • Meets expectations or requirements. • Plans and organizes work. Keeps up with workload. • Meets unexpected deadlines when necessary. • Meets deadlines. 		<ul style="list-style-type: none"> • Unsatisfactory producer. • Generates minimal volume of work and/or is inconsistent in level of production. • Produces less than is expected or required. • Makes commitments and does not meet them. • Inconsistent pace of work. • Cannot increase workload when needed. • Overwhelmed by realistic workload.

Notes:

QUALITY OF WORK: Complexity, thoroughness and completeness of work; lead time provided to enable input from others, as appropriate.

OUTSTANDING	EXCEEDS EXPECTATIONS/ COMMENDABLE	MEETS EXPECTATIONS/ SATISFACTORY	BELOW EXPECTATIONS/ IMPROVEMENT NEEDED	UNACCEPATBLE/ UNSATISFACTORY
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Quality of work produced is outstanding. Produces neat and accurate work. Work must seldom be checked by others. Errors are rare and minor. 	<ul style="list-style-type: none"> Takes pride in work and strives to improve work performance. 	<ul style="list-style-type: none"> Does not require constant supervision. Average accuracy and neatness for qualified employees. Occasional errors. Reasonably conscientious about checking work and preventing errors. 	<ul style="list-style-type: none"> Is not as careful in checking work product for errors as he/she could be. 	<ul style="list-style-type: none"> The quality of work produced is unacceptable Poor accuracy and neatness. Frequent errors and/or errors of substantial magnitude. Work must be checked by others. Employee shows little concern with quality of work.

Notes:

ACCURACY: Attention to detail, work performed completely and with an absence of errors.

OUTSTANDING	EXCEEDS EXPECTATIONS/ COMMENDABLE	MEETS EXPECTATIONS/ SATISFACTORY	BELOW EXPECTATIONS/ IMPROVEMENT NEEDED	UNACCEPATBLE/ UNSATISFACTORY
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Has less than 1% error rate on work product. Accuracy is excellent. 	<ul style="list-style-type: none"> Has high level of accuracy in work. All memos, reports, forms and correspondence are completed on time with no errors. Tasks are completed on time with no errors. 	<ul style="list-style-type: none"> Error rate is acceptable. Forms and required work are completed on time with minimal errors. 	<ul style="list-style-type: none"> Tends to miss small errors in work product. Required work is completed late or is only partially complete. 	<ul style="list-style-type: none"> Makes frequent errors that are harmful to business operations. Does not check own work before submitting it.

Notes:

RELIABILITY (TIMELINESS): Deadlines met, lead times given, ability to negotiate conflicts in assignments and expectations.

OUTSTANDING	EXCEEDS EXPECTATIONS/ COMMENDABLE	MEETS EXPECTATIONS/ SATISFACTORY	BELOW EXPECTATIONS/ IMPROVEMENT NEEDED	UNACCEPATBLE/ UNSATISFACTORY
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Highly persistent, always gets the job done on time. 	<ul style="list-style-type: none"> Very reliable, above average, usually persists in spite of difficulties. 	<ul style="list-style-type: none"> Usually gets the job done on time, works well under pressure. Does work thoroughly in a reasonable amount of time. Performs work competently, timely, and accurately. 	<ul style="list-style-type: none"> Sometimes unreliable, will avoid responsibility, satisfied to do the bare minimum. 	<ul style="list-style-type: none"> Usually unreliable, does not accept responsibility, gives up easily.

Notes:

POLICY/PROCEDURE COMPLIANCE: Knowledge and application of departmental, university, and CSU policies and procedures.

OUTSTANDING <input type="checkbox"/>	EXCEEDS EXPECTATIONS/ COMMENDABLE <input type="checkbox"/>	MEETS EXPECTATIONS/ SATISFACTORY <input type="checkbox"/>	BELOW EXPECTATIONS/ IMPROVEMENT NEEDED <input type="checkbox"/>	UNACCEPATBLE/ UNSATISFACTORY <input type="checkbox"/>
<ul style="list-style-type: none"> • Possesses broad and detailed knowledge of all policies and procedures relevant to the job. • Consistently applies policy and procedures. • Rarely needs to ask for policy or procedure information. 		<ul style="list-style-type: none"> • Adequate knowledge of policies and procedures relevant to the job. • Possesses knowledge necessary to perform duties. • Does not need substantial guidance or direction. 		<ul style="list-style-type: none"> • Insufficient knowledge of policies and procedures relevant to the job. • Has difficulty performing job tasks without substantial guidance and direction. • Does not follow policy and procedure.

Notes:

ORGANIZATION: Prioritization, ability to anticipate conditions, work area organization, ability to locate materials and meet goals and objectives.

OUTSTANDING <input type="checkbox"/>	EXCEEDS EXPECTATIONS/ COMMENDABLE <input type="checkbox"/>	MEETS EXPECTATIONS/ SATISFACTORY <input type="checkbox"/>	BELOW EXPECTATIONS/ IMPROVEMENT NEEDED <input type="checkbox"/>	UNACCEPATBLE/ UNSATISFACTORY <input type="checkbox"/>
<ul style="list-style-type: none"> • Recognizes broad objectives clearly and arranges for most effective accomplishment. • Exceptionally good planning and organizing skills. • Conscientious. 	<ul style="list-style-type: none"> • Plans workload effectively. • Needs little guidance in coordinating major projects. • Seeks assistance when needed. • Usually carries out assignments conscientiously. 	<ul style="list-style-type: none"> • Generally organized. • Plans for many situations, usually seeks assistance when needed. • May need direction on large projects or major changes. • Occasionally requires assistance in prioritizing work. • Develops a well-defined and realistic plan according to established goals and objectives. 	<ul style="list-style-type: none"> • Sometimes unorganized, seldom seeks assistance when needed. • May place too much emphasis on one part of a task or project. • Frequently requires assistance in prioritizing work. 	<ul style="list-style-type: none"> • Poorly organized. • Tries to do everything alone. • Tasks are often not accomplished. • Unacceptable planning and organizing skills.

Notes:

RESPONSE TO SUPERVISION: Degree and amount of supervision needed; ability to perform assignments without detailed instructions; willingness to take direction and adapt behavior/performance.

OUTSTANDING <input type="checkbox"/>	EXCEEDS EXPECTATIONS/ COMMENDABLE <input type="checkbox"/>	MEETS EXPECTATIONS/ SATISFACTORY <input type="checkbox"/>	BELOW EXPECTATIONS/ IMPROVEMENT NEEDED <input type="checkbox"/>	UNACCEPTABLE/ UNSATISFACTORY <input type="checkbox"/>
<ul style="list-style-type: none"> • Consistently excellent attitude. • Completes work independently. • Self-starter. Performers needed tasks without or before being assigned. • Engages in constructive discussions with Supervisor regarding performance of work. 	<ul style="list-style-type: none"> • Willing and eager to please. • Completes job tasks without guidance and direction. • Requires no supervision to complete assigned work. 	<ul style="list-style-type: none"> • Good attitude. • Accepts constructive criticism and corrects performance or behavior as needed. • Is cooperative. • Completes job tasks with minimal guidance and direction. • Requires minimal supervision. 	<ul style="list-style-type: none"> • Needs improvement in attitude and manner. • Has tendency to resist taking direction from supervisor. • Has difficulty performing some job tasks without substantial guidance and direction. • Requires more supervision than reasonable. 	<ul style="list-style-type: none"> • Does not accept criticism from supervisor. • Fails to take corrective action as required. • Argumentative. • Requires detailed instructions to complete routine tasks. • Disregards direction given, does tasks his/her own way. • Requires constant supervision.

Notes:

WORKING RELATIONSHIPS: Ability and willingness to interact and work well with others; development and maintenance of effective working relationships with co-workers, students, the public and others contacted in the course of business.

OUTSTANDING <input type="checkbox"/>	EXCEEDS EXPECTATIONS/ COMMENDABLE <input type="checkbox"/>	MEETS EXPECTATIONS/ SATISFACTORY <input type="checkbox"/>	BELOW EXPECTATIONS/ IMPROVEMENT NEEDED <input type="checkbox"/>	UNACCEPTABLE/ UNSATISFACTORY <input type="checkbox"/>
<ul style="list-style-type: none"> • Consistently promotes and maintains a harmonious/productive work environment. • Is respected and trusted and often viewed as a role model. • Stimulates teamwork and good attitude in others. • Exceptional in dealing with public and associates. 	<ul style="list-style-type: none"> • Frequently fosters teamwork, cooperation and positive work relationships. • Works in harmony with others. Adaptable and tactful. • Very effective in dealing with public and associates. • Exercises discretion and tact. 	<ul style="list-style-type: none"> • Usually interacts in a cooperative manner. • Deals with conflict and frustration appropriately. • Generally adapts self to persons and situations. • Reasonably tactful and acceptable. • Works well with others. 	<ul style="list-style-type: none"> • Has difficulty in establishing satisfactory relationships with some people. • Allows personal bias to affect job relationships. • Requires reminders regarding needs and sensitivities of others. 	<ul style="list-style-type: none"> • Not effective in working with others. • Interpersonal relationships are counter-productive to work functions. • Often antagonizes other people. • Lacks tact. • Poor attitude. • Argumentative.

Notes:

WRITTEN COMMUNICATION: Ability to communicate in writing in a clear and effective manner.

OUTSTANDING <input type="checkbox"/>	EXCEEDS EXPECTATIONS/ COMMENDABLE <input type="checkbox"/>	MEETS EXPECTATIONS/ SATISFACTORY <input type="checkbox"/>	BELOW EXPECTATIONS/ IMPROVEMENT NEEDED <input type="checkbox"/>	UNACCEPTABLE/ UNSATISFACTORY <input type="checkbox"/>
<ul style="list-style-type: none"> Communicates in a clear and concise manner using appropriate grammar, spelling, punctuation and tone. Conveys message using appropriate method of communication (email, memo, etc.) Consistently tailors communication style to the needs of each situation and audience. 	<ul style="list-style-type: none"> Tailors communication style to the needs of each situation and audience. Communications in a clear and concise manner using appropriate grammar, spelling, punctuation and tone. 	<ul style="list-style-type: none"> Shares important information with others. Communications in a clear and concise manner using appropriate grammar, spelling, punctuation and tone. Demonstrates an awareness of when to adjust communication style based on the situation. 	<ul style="list-style-type: none"> Rarely disseminates information, if at all. Fails to transmit information in a timely fashion. Frequently chooses inappropriate communication method. 	<ul style="list-style-type: none"> Written communications are unclear, disorganized, lack substance; contain grammatical and/or spelling errors. Rarely adjusts communication style; overlooks needs of different situations.

Notes:

ORAL COMMUNICATION: Ability to express oneself verbally and be understood by others, as applicable to the position

OUTSTANDING <input type="checkbox"/>	EXCEEDS EXPECTATIONS/ COMMENDABLE <input type="checkbox"/>	MEETS EXPECTATIONS/ SATISFACTORY <input type="checkbox"/>	BELOW EXPECTATIONS/ IMPROVEMENT NEEDED <input type="checkbox"/>	UNACCEPTABLE/ UNSATISFACTORY <input type="checkbox"/>
<ul style="list-style-type: none"> Provides regular, consistent, and meaningful information to others; ensures appropriate individuals are informed Listens carefully to others, asks questions for clarification, and ensures message is understood Consistently communicates in a clear and concise manner using appropriate grammar, pronunciation and tone. Demonstrates an ability to influence others by modeling appropriate body language and nonverbal communication Tailors communication style to the needs of each situation and audience 	<ul style="list-style-type: none"> Adjusts communication style based on the situation. Communicates in a clear and concise manner using appropriate grammar, pronunciation and tone. 	<ul style="list-style-type: none"> Shares important information with others. Listens carefully and asks questions when needed. Usually communicates in a clear and concise manner using appropriate grammar, pronunciation and tone. Demonstrates professionalism through appropriate body language and nonverbal communication Demonstrates an awareness of when to adjust communication style based on the situation. 	<ul style="list-style-type: none"> Rarely disseminates information, if at all. Fails to transmit information in a timely fashion. Does not listen or is not receptive to the ideas of others. Provides inaccurate, unorganized, untimely or incomplete information to staff. Communication reflects insensitivity to the needs or feelings of others. 	<ul style="list-style-type: none"> Seldom shares information that is important to others without prompting and questioning. Shows little interest in what others have to say. Does not communicate in a clear and concise manner; frequently uses improper grammar, pronunciation or tone; difficult to understand. Often communicates nonverbally in an unprofessional manner. Rarely adjusts communication style; overlooks needs of different situations.

Notes:

LEAD WORKERS / SUPERVISORS

LEADERSHIP: Planning, scheduling, organizing and coordinating the work of others; creating a positive work environment.

OUTSTANDING	EXCEEDS EXPECTATIONS/ COMMENDABLE	MEETS EXPECTATIONS/ SATISFACTORY	BELOW EXPECTATIONS/ IMPROVEMENT NEEDED	UNACCEPTABLE/ UNSATISFACTORY
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Committed to and promotes excellence; leads by example energizing performance and teamwork. • Displays initiative and enthusiasm during every day work. • Rarely experiences crisis. Implements innovative procedures, resources and technology to maximize efficiency and service. 	<ul style="list-style-type: none"> • Provides staff with innovative and constructive direction, delegation, feedback, monitoring and recognition. • Makes sound decisions • Can zero in on the cause of problems and offer creative solutions. • Maintains innovation, teamwork and inclusiveness. 	<ul style="list-style-type: none"> • Provides staff necessary direction, feedback, development and recognition. • Encourages innovation, teamwork and inclusiveness. • Uses good judgment in solving problems and working with others. 	<ul style="list-style-type: none"> • Inadequately directs, trains, monitors and recognizes staff. • Spends too much time focusing on less important aspects of daily job. • Lacks leadership in promoting innovation, teamwork and inclusiveness. 	<ul style="list-style-type: none"> • Disregards or ineffectively provides staff direction, monitoring and development. • Frequently comes to the wrong conclusions and assumes things • Does not make sure that all subordinates are productive at all times. • Frequently experiences crisis.

Notes:

TRAINING/ORIENTATION: Quality and quantity of training afforded to subordinates; appropriate orientation of new employees.

OUTSTANDING	EXCEEDS EXPECTATIONS/ COMMENDABLE	MEETS EXPECTATIONS/ SATISFACTORY	BELOW EXPECTATIONS/ IMPROVEMENT NEEDED	UNACCEPTABLE/ UNSATISFACTORY
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Helps employees learn as soon as possible what is expected of them, and what to expect from others, in addition to learning about the values and attitudes of the organization. • Consistently informs employees about training and development opportunities on campus and creates an annual development plan. • Constantly monitors training needs of employees and assures training is provided and completed. 	<ul style="list-style-type: none"> • Provide well planned and paced orientation to job. • Gives appropriate assignment to engage a new employee and help him/her feel like he/she is making an immediate contribution. • Works with staff to: assess and provide feedback on their skills and interests; select training and development activities that match job needs. • Informs employees about training and development opportunities on campus. • Follows up with employees after a learning activity to integrate new skills and knowledge into their responsibilities. 	<ul style="list-style-type: none"> • Provides employees with the training necessary to succeed in the job. • Appropriately orients new employees to the job and campus. • Takes initiative to assess skills and interests and seek training activities that match employees' needs. 	<ul style="list-style-type: none"> • Provides some orientation or training to employees. Often inconsistent or not thorough. 	<ul style="list-style-type: none"> • Does not provide orientation or training to employees.

Notes:

SAFETY & HEALTH: Safety of work area; quality and quantity of safety training provided; number, timeliness and quality of inspections held; quantity and type of resolutions of problems areas.

OUTSTANDING <input type="checkbox"/>	EXCEEDS EXPECTATIONS/ COMMENDABLE <input type="checkbox"/>	MEETS EXPECTATIONS/ SATISFACTORY <input type="checkbox"/>	BELOW EXPECTATIONS/ IMPROVEMENT NEEDED <input type="checkbox"/>	UNACCEPATBLE/ UNSATISFACTORY <input type="checkbox"/>
<ul style="list-style-type: none"> • Demonstrates continuing commitment to achieving a safe working environment by seeking out and attending additional safety education classes over and above those required. • Implements major safety improvement within their department. • Consistently identifies and reports incidents, hazards and near misses; identifies solutions to incidents, hazards and near misses as appropriate. 	<ul style="list-style-type: none"> • Consistently follows safe work practices. • Consistently identifies and reports incidents, hazards and near misses 	<ul style="list-style-type: none"> • Follows safe work practices. • Attends required training and successfully applies knowledge gained to work. • Identifies and reports incidents, hazards and near misses. • Encourages others to follow safe work practices. 	<ul style="list-style-type: none"> • Inconsistently follows safe work practices. • Attends required training, but inconsistently applies knowledge gained to work environments. • Inconsistently identifies and reports incidents, hazards and near misses. • Inconsistently encourages others to follow safe work practices. 	<ul style="list-style-type: none"> • Does not follow safe work practices. • Has not completed required training. • Does not identify or report incidents, hazards, and near misses. • Inhibits or hinders others from following safe work practices.

Notes:

DELEGATION OF WORK: Appropriate work delegated; provision of necessary resources; appropriate authority delegated to carry out assigned tasks; oversight of work delegated.

OUTSTANDING <input type="checkbox"/>	EXCEEDS EXPECTATIONS/ COMMENDABLE <input type="checkbox"/>	MEETS EXPECTATIONS/ SATISFACTORY <input type="checkbox"/>	BELOW EXPECTATIONS/ IMPROVEMENT NEEDED <input type="checkbox"/>	UNACCEPATBLE/ UNSATISFACTORY <input type="checkbox"/>
<ul style="list-style-type: none"> • Consistently delegates and assigns all delegable tasks. • Always provides resources to delegates to assure their success. • Consistently oversees delegated work. 	<ul style="list-style-type: none"> • Delegates and assigns tasks appropriately. • Provides resources to delegates to assure their success. 	<ul style="list-style-type: none"> • Usually delegates and assigns tasks appropriately. 	<ul style="list-style-type: none"> • Often fails to delegate tasks to subordinates. • Often fails to oversee work if delegated. 	<ul style="list-style-type: none"> • Fails to delegate tasks to subordinates. • Fails to oversee work if delegated.

Notes:

EMPLOYEE RELATIONS: Effective communication with and equitable treatment of employees.

OUTSTANDING <input type="checkbox"/>	EXCEEDS EXPECTATIONS/ COMMENDABLE <input type="checkbox"/>	MEETS EXPECTATIONS/ SATISFACTORY <input type="checkbox"/>	BELOW EXPECTATIONS/ IMPROVEMENT NEEDED <input type="checkbox"/>	UNACCEPATBLE/ UNSATISFACTORY <input type="checkbox"/>
<ul style="list-style-type: none"> • Achieves outstanding results and maintains superior working relationship with employees. 	<ul style="list-style-type: none"> • Considers equitable treatment of employees when making decisions. • Consistently maintains good working relationship with employees. 	<ul style="list-style-type: none"> • Maintains effective working relationship with employees. • Treats employees equitably. 	<ul style="list-style-type: none"> • Working relationship with employees is often strained. • Fails to treat employees equitably. 	<ul style="list-style-type: none"> • Has poor working relationships with employees. • Plays favorites, treats some employees better than others.

Notes: